

# **MERCER COUNTY SCHOOLS**

## **CERTIFIED PERSONNEL EVALUATION PLAN**



**2009-2010  
2010-2011**

# **MERCER COUNTY SCHOOLS**

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**Approved: June 18, 2009**

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## INTRODUCTION

The Mercer County School System recognizes and accepts the responsibility for providing capable and effective certified personnel to meet the learning needs of all students. The evaluation process for certified staff is the instrument used to develop a school's most important resource--an expert certified staff member. The instructional capability of certified staff members determine the effectiveness of student learning. The researched-based instructional goals of the evaluation process are aligned with state and national standards. Evaluation is a means to determine to what extent best practices are implemented, to identify areas for professional growth, and to maintain an able, enthusiastic staff. Evaluation will lead to a more confident and productive staff by placing an emphasis on professional growth. The evaluation process is a collaborative process, and all results shall be confidential. This evaluation plan **is in accordance with KRS 156.557, the statute governing the certified personnel evaluation program and KAR 3:345 as amended by the Kentucky Board of Education.**

This plan combines administrator/teacher appraisal with improvement strategies which emphasizes interaction between the evaluator and the evaluatee. The evaluation process focuses on teacher/administrative best practices that are research-based, provide for evaluating the evaluatee individually, and places importance on both the strengths and the areas of needed growth. **The Mercer County Certified Personnel Evaluation Plan has been developed by an equal number of teachers and administrators. (KRS 156.557(3) (c) 1 and 704 KAR 3:345 Section 4 (1)).**

The evaluation plan is a means for increasing the knowledge, skills, and self-confidence of all teachers and administrators in the Mercer County School District, but the true measure of this plan's effectiveness will be determined by the educational successes of Mercer County students. **This plan provides for a designated contact person who shall be the superintendent or his designee (704 KAR 3:345 Section 6) and has been approved by the local board of education (704 KAR 3:345 Section 3). If any substantive change is made to this evaluation plan, the local board of education shall utilize an evaluation committee, as provided in Section 4 of this administrative regulation, in formulating the revision. A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval (704 KAR 3:345 Section 8 (4)).**

## PURPOSE

The purpose of the Mercer County Certified Evaluation System is to:

1. Improve the overall instructional program for the educational success of students.
2. Maintain effective communication and a high level of trust between teachers and administrators.
3. Identify and promote effective teaching practices and maintain a high level of performance.
4. Provide a measure of performance accountability.
5. Provide training for evaluators to assist in improving instructional leadership.
6. Provide information for developing a high quality professional development program that is aligned with the district and school improvement plans.
7. Provide information to be used in contract decisions.
8. Assure compliance with state and national laws.

## THE EVALUATION SYSTEM

The evaluation system is a process that begins with pre-evaluation activities and ends with the development of an individual professional growth plan. The system is individualized for each teacher/administrator, and except for orientation which may be completed in a group setting, all activities involve the individual teacher/administrator and evaluator(s). This section of the manual describes the overall system.

**PRE-EVALUATION (teachers only)** - A stage of the system consisting of activities that prepare teachers for a new evaluation cycle. Activities are categorized as either orientation or conference.

**Certified Staff Orientation** - An orientation discussion is required **no later than the end of the first month**

for all certified staff in the school district on an annual basis. At the beginning of each school year, certified staff will be provided information about the evaluation system to include standards / performance criteria, procedures, specific goals and objectives of the Comprehensive School Improvement Plan. The intent of the orientation is for certified staff to become knowledgeable of the evaluation system.

**[704 KAR 3:345, Section (5) (2)]**

**Pre-Observation Conference (teachers only)** – Evaluator and evaluatee meet to discuss classroom observation sessions. The conference is required for:

- Certified teachers new to the school district;
- Teachers on a one-year evaluation cycle;
- Teachers on continuing contract status and scheduled for formative observation and;
- Teachers being re-evaluated as deemed necessary by the evaluator.

**FORMATIVE EVALUATION (KRS 156.557 Section (3) (b) and 704 KAR 3:345 Section 4 (2))** - A component of the system which requires the evaluator to observe the teacher/administrator in the classroom/instructional environment and to interact with the teacher/administrator about the results. More specifically, each formative evaluation will include:

- Observing the teacher and/or administrator and students in the instructional setting;
- Documenting specific information for interacting with the teacher/administrator;
- Analyzing the results in preparation for a conference with the teacher/administrator;
- Conferencing with the teacher/administrator to identify strengths and areas for growth;
- Developing strategies for growth;
- Assisting the teacher/administrator with implementing these strategies; and
- Reviewing evidence of standards/performance criteria provided by evaluatee or evaluator.

The number of observations will be determined by the procedures described in this manual. The results of all formative observations will be considered by the evaluator in developing the summative report.

**SUMMATIVE EVALUATION (KRS 156.557 Section (3) (b) and 704 KAR 3:345Section 4 (2))** -A stage of the system which leads to a summary of all evaluation results gathered during the total evaluation cycle.

The summative evaluation marks the end of the cycle and requires a report of the evaluatee's status on all performance criteria and a review of the current individual professional growth plan.

**Summative Report**-The evaluator will complete a report rating the teacher/administrator on all performance criteria, with appropriate statements to help clarify the performance of the evaluatee and will be shared at the summative conference.

**Summative Conference**-Evaluatee and evaluator will meet to discuss the evaluatee's performance during the total evaluation cycle. Both strengths and needs for growth will be discussed. An individual professional growth plan for addressing the performance of the evaluatee during the next evaluation cycle will be developed. If there is some question about the future employment of the evaluatee based on the evaluation results, it will be discussed during the conference.

**PROFESSIONAL GROWTH PLAN (704 KAR 3:345 Section 4 (2) (c))** - A plan whereby the evaluatee develops goals, objectives, and activities for becoming more proficient as a teacher or administrator. The individualized plan includes an objective(s), a plan for achieving the objective(s), and a method for evaluating the success of the plan. The individualized professional growth plan shall be aligned with specific goals and objectives of the district/school improvement plan.

**All certified staff below the level of Superintendent shall annually develop or review Individual Professional Growth Plans.**

**CERTIFIED STAFF PORTFOLIO** – A collection of data based and organized on standards/performance criteria by the evaluatee. A portfolio may be used to enhance and provide documentation of the performance criteria for the summative evaluation.

## EVALUATION PROCEDURES

### EVALUATION CYCLE

The Mercer County Certified Personnel Evaluation System is individualized in that each certified person is evaluated independently of all others including observations, conferences, reports, and plans for improvement.

The length of the cycle is as follows:

Non-tenured teachers	One (1) year
Tenured teachers	Three (3) years
Administrators	Annually

Teacher evaluation is an on-going process. The summative evaluation shall be a composite of observed data collected throughout the entire cycle. Each cycle will include formative evaluation(s), a summative evaluation and an individual professional growth plan. A schedule for teacher evaluation will be published annually.

### EVALUATEE

Evaluatees for the Certified Personnel Evaluation System include all certified school employees assigned to a school (part and full-time) except the principal, assistant principal, and counselor(s). Itinerant teachers shall be assigned a primary evaluator. This assignment will be determined by the district.

### EVALUATOR

The immediate supervisor (normally the principal or assistant principal for teachers; superintendent or designee for administrators) shall serve as the evaluator of the employees covered by the evaluation plan. **The district will train the primary evaluators in the local evaluation process. The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education (704 KAR 3:345 Section 6 (5) (a)).** Administrator/Evaluator means a certified staff person who devotes the majority of his employed time to service in the position for which administration certification is required by the Education Professional Standards Board in **704 KAR Chapter 20.**

### OBSERVATIONS

Evaluatees on a one (1) year evaluation cycle shall be observed no fewer than two times each year. Evaluatees on a three (3) year evaluation cycle shall be observed no fewer than two times during that three (3) year cycle. Both observations will be scheduled. Additional scheduled or unscheduled observations may be requested by either the evaluator or evaluatee. Multiple observations for tenured teachers shall occur when observations are unsatisfactory.

A pre-observation conference is required for:

- Fully certified teachers new to the school district;
- Teachers on a one-year evaluation cycle;
- Teachers being re-evaluated as deemed necessary by the evaluator;
- Teachers on continuing contract status and scheduled for formative observation;
- KTIP-TPA Observation Forms will be used for teachers participating in KTIP for formative observations.

An observation of a complete teaching segment (lesson) is required for summative evaluation purposes. All observations are conducted openly. If requested by the teacher, observations by another teacher trained in the teacher's content area or by a curriculum content specialist shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

## **DATA COLLECTION DOCUMENTATION AND REPORTING**

The results of each observation shall be documented by the evaluator in preparation for a conference with the evaluatee. All formative and summative evaluation reports shall be in writing and on official report forms provided by the school district. Data collection tools (i.e. scripting, narratives, forms, etc.) are considered part of the official evaluation report. All information collected shall be shared and copies of such information given to all parties. During the cycle, the evaluatee shall be rated on each performance criteria, both formally and informally observed, i.e. walk through. A copy of the report (formative or summative) will be provided to the evaluatee during the conference. All reports will be signed by both the evaluator and evaluatee to confirm that the report has been completed and reviewed by both parties. **(704 KAR 3:345 Section 4 (2) (m))** Copies of the evaluation shall be given to the evaluatee (certified staff/administrators).

## **CONFERENCE**

Conference means a meeting involving the evaluator and the certified employee (including administrators) being evaluated. The purpose is to provide feedback from the evaluator and to analyze the results of observation(s) and other information to determine accomplishments and areas for growth. This will lead to establishment or revision of an individual professional growth plan.

During the formative stage, the evaluator shall hold a post-observation conference with the evaluatee **within five teaching days** from the time of observation to discuss the results. If needed, the evaluator and evaluatee will develop strategies for follow-up activities. A written report is required. **(704 KAR 3:345 Section 4 (2) (e))**

## **PERFORMANCE CRITERIA**

The standards for measuring the performance of certified staff are called *Standards/Performance Criteria*. **(704 KAR 3:345 Section 5 (3))** The report will serve as a guide for the conference but will not necessarily include all of the details discussed with the evaluatee. The formative evaluation report may be revised as a result of the conference. The evaluatee shall be provided a copy of the report which shall be signed by both the evaluatee and evaluator. The signatures verify that each party had an opportunity to study the report and to discuss the contents in a conference. The signature of the evaluatee does not signify agreement with the evaluation results or the suggestions.

**CERTIFIED EVALUATION SUMMATIVE INFORMATION** The summative instrument is designed to provide a summary of all data collected during the evaluation cycle. The evaluatee will be provided an opportunity to react in writing to the total summative report on a form provided by the school district, within **ten** working days from the date of the conference. Teacher reaction forms may be obtained from the evaluator. **Summative evaluations for itinerant teachers will be completed by the primary evaluator. The primary evaluator will complete the summative evaluation form in collaboration with evaluators to whom the evaluatee is assigned. The summative conference may be attended by all evaluators.** The summative forms will become part of the evaluatee's official personnel file. Summative evaluations for administrators shall occur annually.

## **INDIVIDUAL PROFESSIONAL GROWTH PLAN**

All certified staff below the level of superintendent shall, jointly with the evaluator, develop a plan for professional growth. The individual professional growth plan will be aligned with the specific goals and objectives of the Comprehensive School/District Improvement Plans. The forms provided by the school system shall be used for providing a written description of the plan. The plan shall be signed by both parties, each of whom shall retain a copy. Signatures show that parties agree with the plan.

**All certified personnel shall have an annual review of their individual professional growth plans regardless of whether they are being formally evaluated or not [704 KAR 3:345 Section 4 (2) (c)]. Provisions for the superintendent's professional growth shall be pursuant to KRS 156.111 [704 KAR 3:345 Section 4 (2) (d)].**

The following items are included in the growth plan:

1. Standards- The area(s) that shall be targeted for growth should be marked.
2. Performance Criteria – The performance criteria are listed under the ten standards (seven standards for administrators).
3. Growth objectives - The objective(s) describe desirable outcomes. The outcomes should be specific, measurable, and directly related to the needs. The evaluator will initial and date the form to indicate the objective(s) has been met. Objectives not met *must* be carried forward.
4. Enrichment objectives are those developed to refine skills. Growth needed objectives represent skills needed by teachers to meet the performance criteria established by the Mercer County Schools.
5. Procedures for achieving objective(s) - These procedures will include actions or experiences that will aid the evaluatee in meeting the desired outcome(s). Activities could vary from reading a professional publication to participating in an intensive training program. Activities should be realistic, cost effective to the schools, and directly related to one or more outcomes.
6. Appraisal method and target dates - This is a description of how each outcome will be evaluated. If the outcome is to be a product, then the product should be identified. If the outcome is to be improved skills, the method of determining how the performance will be measured should be described (i.e., interview, observation, or written response). The dates for the outcome should be agreed upon by both the evaluatee and evaluator.
7. Evaluatee's comments - Any statement the evaluatee would like to make.
8. Evaluator's comments - A description of what the evaluator will do to assist the evaluatee in reaching the expected outcomes. This is a commitment made to the evaluatee at the time the plan is completed.

## **INSTRUMENT**

**All of the evaluations, with the exception of the superintendent, shall be on approved forms to become part of the official personnel file of each certified employee. (704 KAR 3:345 Section 4 (2) (j))**

The formative evaluation instruments are designed to facilitate the evaluation process. They serve as both a rating system and a link to the summative report. The formative instruments provide for rating the administrator/teacher against individual performance criteria. For each criterion, there is a set of indicators and a rating scale. Together they assist the evaluator in assessing, recording, and communicating specific strengths and areas for improvement. The evaluator observes the evaluatee using the criteria and indicators as a basis for the observation and analysis of teaching. Evaluatees are reminded that classroom observations are not the only means of collecting data for the evaluation plan. Indicators serve, in part, as evidence the performance criteria have been met. After all data has been considered, the evaluator rates the evaluatee by selecting a descriptive statement that most nearly matches the evaluation results. The rating scale is comprised of three (3) separate evaluation descriptors of teacher/administrator behavior:

- **Meets** required criteria as established by board policy, statutes and regulations.
- **Meets with Growth Needed** in meeting required criteria as established by board policy, statutes and regulations. (May be marked if refinement/enrichment is needed for professional growth when marking the **Meets Rating**)
- **Does Not Meet and Growth Needed** required criteria as established by board policy, statutes and regulations. (*Supportive comments are required.*)

Space is provided for written comments that will help clarify the rating and identify indicators not observed. Space is also provided at the end of the report for written comments from the evaluatee and evaluator (teacher/administrator). **An opportunity for a written response by the evaluatee shall become an official part of the personnel file. (704 KAR 3:345 Section 4 (2) (l))**



## **INDIVIDUAL CORRECTIVE ACTION PLAN**

In the event that the evaluatee consistently performs at a level below district standards, fails to achieve growth plan objectives, or there is a need for an immediate change, the evaluator may establish an Individual Corrective Action Plan (ICAP). The specific process for growth/corrective action is located on pages 35A-E. The ICAP Team is made up of the evaluator, evaluatee, resource administrator (selected by the evaluator) and a teacher mentor (selected by the evaluatee). The teacher mentor must be selected from a list of trained resource teachers provided by the principal. The ICAP Team is initiated and developed by the primary evaluator after it is found that the certified staff member does not meet district standards. The ICAP Team is monitored by the primary evaluator.

## **APPEALS PROCESS**

An appeals panel is established in accordance with **KRS 156.557** and **704 KAR 3:345**. If the evaluatee is dissatisfied with the summative evaluation results (content and/or due process), he/she may submit to the evaluator and superintendent a written response to the report, a copy of which will be attached to the evaluation report and placed in the evaluatee's file.

At the request of a certified staff member, he/she may appeal to a panel formed for that purpose. The panel is comprised of three members. Certified school employees shall elect two members and alternates. The board of education shall appoint one certified member and one alternate. Only certified school employees of the Mercer County Board of Education are eligible to serve on the panel. Members are elected / appointed for a one year term and may be re-elected / re-appointed. In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for appeals panel members at the discretion of the superintendent. Funding for panel expenses will be provided from the district's general fund. The election process shall take place during August/September of each year. The election shall be conducted by the District Contact Person using the following criteria:

- Open nomination
- Secret Ballot
- One Person/One Vote
- All certified employees given the opportunity to vote.

The appeals panel shall select a chairperson from the panel members. The chairperson shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal. District panel members may seek training through the District Contact Person.

To appeal an evaluation, the evaluatee must make a written request for a hearing to the appeals panel within five (5) working days from the summative conference date. A copy is to be sent to the evaluator and superintendent. The panel will conduct a hearing within fifteen (15) working days from the date of receipt of the letter of request. The evaluatee and evaluator will be invited to appear at the hearing. Both parties may be represented by a person(s) of their choice. All discussions between the panel members, evaluatee, and evaluator about the case shall be confined to the hearing(s). Any written documentation must be made available to both parties at least five (5) days prior to the hearing. After completing the hearing, the panel will declare the evaluation as valid or invalid and make a recommendation to the superintendent for action within three (3) working days of the panel's decision.

The panel's recommendation must include one of the following:

- uphold the original evaluation
- remove the summative or any part of the summative from the personnel file
- recommend a new evaluation by a second certified evaluator
- initiate appeals / hearings process in accordance with board policy: **3.18.AP11**

If the panel recommends a second evaluation, the superintendent shall appoint an evaluator from a list of three candidates nominated by the evaluatee. The evaluatee shall select the three candidates from a list of all qualified evaluators employed by the Mercer County Board of Education.

The second evaluation shall be reported to the superintendent, who shall make all final decisions about the status of the evaluatee. **(704 KAR 3:345)** Any evaluatee who feels that any content and/or due process issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel. Consult board policy for further information regarding the evaluation/appeals process.

**BURDEN OF PROOF** – The certified employee appealing to the panel and the evaluator have the burden of proof. The evaluator may respond to any statements made by the employee and may present written records that support the summative evaluation. Each party may have a representative (legal or non-legal counsel) present during the hearing process **(704 KAR 3.345 Section 7 (3))**.

**SUPERINTENDENT** – The superintendent shall receive the panel's recommendation and cause it to be attached to the original evaluation form and filed in the employee's personnel file. The superintendent may hold a hearing, order another evaluation by a second certified evaluator, and/or take such actions as recommended by the appeals panel. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file with appropriate annotations. The superintendent shall notify all parties of his/her decision within ten (10) working days after receipt of the appeals panel's recommendation.

**APPEAL TO THE KENTUCKY BOARD OF EDUCATION** – Regardless of either the appeals panel or superintendent's recommendations/decisions any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education **(704 KAR 3:345 Section 9)**.

**RETENTION OF RECORDS** – A performance evaluation file shall be established for each certified employee by his/her immediate supervisor (evaluator). The evaluator shall maintain that file in his/her office for the duration of time that the certified employee remains his/her subordinate. If a teacher/administrator is transferred to another school in the district, the supervisor who has the teacher's/administrator's performance records shall transfer them to the receiving supervisor (superintendent/principal/evaluator). If a teacher/administrator leaves the school district's employ, his/her file shall be kept on file in the office of the superintendent or may be destroyed as per the advice of the board of education's legal counsel.

# MERCER COUNTY SCHOOLS STANDARDS/PERFORMANCE CRITERIA FOR CERTIFIED PERSONNEL

## IL = INITIAL-LEVEL PERFORMANCE

## AL = ADVANCED-LEVEL PERFORMANCE

### STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1. Communicates concepts, processes, and knowledge.

**IL- Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct, and appropriate for students.**

*AL- Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.*

- 1.2. Connects content to life experiences of student.

**IL- Effectively connects most content, procedures, and activities with relevant life experiences of students.**

*AL- Effectively connects contents to students' life experiences including, when appropriate, prior learning in the content area or other content areas.*

- 1.3. Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

**IL - Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.**

*AL- Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.*

- 1.4. Guides students to understand content from various perspectives.

**IL- Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.**

*AL- Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.*

- 1.5. Identifies and addresses students' misconceptions of content.

**IL- Identifies misconceptions related to content and addresses them during planning and instruction.**

*AL- Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.*

### STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1. Develops significant objectives aligned with standards.\*

**IL- States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.**

*AL- Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests, and abilities.*

- 2.2. Uses contextual data to design instruction relevant to students.\*

**IL- Plans and designs instruction based on contextual (i.e. student, community, and/or cultural) and pre-assessment data.**

*AL- Plans and designs instruction that is based on significant contextual and pre-assessment data.*

- 2.3. Plans assessments to guide instruction and measure learning objectives.\*

**IL- Prepares assessments that measure student performance on each objective and helps guide teaching.**

*AL- Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.*

- 2.4. Plans instructional strategies and activities that address learning objectives for all students.\*

**IL- Aligns instructional strategies and activities with learning objectives for all students.**

*AL- Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.*

- 2.5. Plans instructional strategies and activities that facilitate multiple levels of learning.\*

**IL- Plans instructional strategies that include several levels of learning that require higher-order thinking.**

*AL- Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.*

### STANDARD 3: THE TEACHER CREATES AND MAINTAINS A LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1. Communicates high expectations.  
**IL- Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.**  
*AL- Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.*
- 3.2. Establishes a positive learning environment.  
**IL- Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.**  
*AL- Maintains a fair, respectful, and productive classroom environment conducive to learning.*
- 3.3. Values and supports student diversity and addresses individual needs.\*  
**IL- Uses a variety of strategies and methods to support student diversity by addressing individual needs.**  
*AL- Consistently uses appropriate and responsive instructional strategies that address the needs of all students.*
- 3.4. Fosters mutual respect between teacher and students and among students.  
**IL-Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.**  
*AL-Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.*
- 3.5. Provides a safe environment for learning.  
**IL- Creates a classroom environment that is both emotionally and physically safe for all students.**  
*AL- Maintains a classroom environment that is both emotionally and physically safe for all students.*

### STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1. Uses a variety of instructional strategies that align with learning objectives and actively engage students.  
**IL- Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.**  
*AL- Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.*
- 4.2. Implements instruction based on diverse student needs and assessment data.  
**IL- Implements instruction based on contextual information and assessment data.**  
*AL- Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.*
- 4.3. Uses time effectively.  
**IL- Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.**  
*AL-Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.*
- 4.4. Uses space and materials effectively.  
**IL- Uses classroom space and materials effectively to facilitate student learning.**  
*AL-Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.*
- 4.5. Implements and manages instruction in ways that facilitate higher-order thinking.  
**IL- Instruction provides opportunity to promote higher-order thinking.**  
*AL-Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.*

### STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assess learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1. Uses pre-assessments.\*  
**IL- Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.**  
*AL-Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.*

- 5.2. Uses formative assessments.\*  
**IL- Uses a variety of formative assessments to determine each student's progress and guide instruction.**  
*AL-Consistently use appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.*
- 5.3. Uses summative assessments.\*  
**IL- Uses a variety of summative assessments to measure student achievement.**  
*AL-Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.*
- 5.4. Describes, analyzes, and evaluates student performance data.\*  
**IL- Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.**  
*AL-Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.*
- 5.5. Communicates learning results to students and parents.\*  
**IL- Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.**  
*AL-Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.*
- 5.6. Allows opportunity for student self-assessment.\*  
**IL-Promotes opportunities for students to engage in accurate self-assessments of learning.**  
*AL-Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.*

#### **STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1. Uses available technology to design and plan instruction.  
**IL- Uses technology to design and plan instruction.**  
*AL-Uses appropriate technology to design and plan instruction that supports and extends learning of all students.*
- 6.2. Uses available technology to implement instruction that facilitates student learning.  
**IL- Uses technology to implement instruction that facilitates student learning.**  
*AL-Designs and implements research-based, technology-infused instructional strategies to support learning of all students.*
- 6.3. Integrates student use of available technology into instruction.\*  
**IL- Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.**  
*AL-Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.*
- 6.4. Uses available technology to assess and communicate student learning.\*  
**IL- Uses technology to assess and communicate student learning.**  
*AL-Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.*
- 6.5. Demonstrates ethical and legal use of technology.\*  
**IL- Ensures that personal use and student use of technology are ethical and legal.**  
*AL-Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.*

#### **STANDARD 7: THE TEACHER REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1. Uses data to reflect on and evaluate student learning.\*  
**IL- Reflects on and accurately evaluates student learning using appropriate data.**  
*AL-Uses formative and summative performance data to determine the learning needs of all students.*
- 7.2. Uses data to reflect on and evaluate instructional practice.\*  
**IL- Reflects on and accurately evaluates instructional practice using appropriate data.**  
*AL-Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.*
- 7.3. Uses data to reflect on and identify areas for professional growth.\*  
**IL- Identifies areas for professional growth using appropriate data.**  
*AL-Reflects on the evaluations of students learning and instructional practices to identify and develop plans for professional growth.*

## **STANDARD 8: THE TEACHER COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1. Identifies students whose learning could be enhanced by collaboration.\*  
**IL- Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.**  
*AL-Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.*
- 8.2. Designs a plan to enhance student learning that includes all parties in the collaborative effort.\*  
**IL- Designs a plan to enhance student learning that includes all parties in the collaborative effort.**  
*AL-Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.*
- 8.3. Implements planned activities that enhance student learning and engage all parties.\*  
**IL- Implements planned activities that enhance learning and engage all parties.**  
*AL-Explains how the collaboration to enhance student learning has been implemented.*
- 8.4. Analyzes data to evaluate the outcomes of collaborative efforts.\*  
**IL- Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.**  
*AL-Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.*

## **STANDARD 9: THE TEACHER EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1. Self assesses performance relative to Kentucky's Teacher Standards.\*  
**IL-Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.**  
*AL-Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.*
- 9.2. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.\*  
**IL-Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.**  
*AL-Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.*
- 9.3. Designs a professional growth plan that addresses identified priorities.\*  
**IL- Designs a clear, logical professional growth plan that addresses all priority areas.**  
*AL-Designs a clear, logical professional growth plan that addresses all priority areas.*
- 9.4. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.\*  
**IL- Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.**  
*AL-Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.\**

## **STANDARD 10. THE TEACHER PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- 10.1. Identifies leadership opportunities that enhance student learning and/or professional environment of the school.\*  
**IL- Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skills, and time required.**  
*AL-Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.*
- 10.2. Develops a plan for engaging in leadership activities.\*  
**IL- Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.**  
*AL-Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.*

10.3. Implements a plan for engaging in leadership activities.\*

**IL- Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.**

*AL-Effectively implements the leadership work plan.*

10.4. Analyzes data to evaluate the results of planned and executed leadership efforts.\*

**IL-Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.**

*AL-Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.*

10.5. Demonstrates performance of responsibility related to attendance and punctuality.

10.6. Demonstrates performance of duties consistent with job description, job assignments, school and community goals, and administrative regulations.

10.7. Adheres to the Kentucky Professional Code of Ethics

\* These criteria may be evidenced by documentation provided by staff.

# MERCER COUNTY SCHOOLS

## ISLLC Evaluation Standards and Performance Criteria for Education Administrators

*(All performance criteria may not apply to all administrative positions.)*

### Standard 1: Vision

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

A.	Collaboratively develop and implement a shared vision and mission
B.	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C.	Create and implement plans to achieve goals
D.	Promote continuous and sustainable improvement
E.	Monitor and evaluate progress and revise plans

### Standard 2: School Culture and Learning

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

A.	Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B.	Create a comprehensive, rigorous, and coherent curricular program
C.	Create a personalized and motivating learning environment for students
D.	Supervise instruction
E.	Develop assessment and accountability systems to monitor student progress
F.	Develop the instructional and leadership capacity of staff
G.	Maximize time spent on quality instruction
H.	Promote the use of the most effective and appropriate technologies to support teaching and learning
I.	Monitor and evaluate the impact of the instructional program

### Standard 3: Management

An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

A.	Monitor and evaluate the management and operational systems
B.	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C.	Promote and protect the welfare and safety of students and staff
D.	Develop the capacity for distributed leadership
E.	Ensure teacher and organizational time is focused to support quality instruction and student learning
F.	Demonstrate performance of responsibility related to attendance and punctuality

### Standard 4: Collaboration

An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

A.	Collect and analyze data and information pertinent to the educational environment
B.	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C.	Build and sustain positive relationships with families and caregivers
D.	Build and sustain productive relationships with community partners



### Standard 5: Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Ensure a system of accountability for every student's academic and social success
<b>B.</b>	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
<b>C.</b>	Safeguard the values of democracy, equity, and diversity
<b>D.</b>	Consider and evaluate the potential moral and legal consequences of decision-making
<b>E.</b>	Promote social justice and ensure that individual student needs inform all aspects of schooling

### Standard 6: Political, Economic, Legal

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Performances**- The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Advocate for children, families, and caregivers
<b>B.</b>	Act to influence local, district, state, and national decisions affecting student learning
<b>C.</b>	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
<b>D.</b>	Demonstration of professional growth to ensure continuous development of leadership skills.
<b>E.</b>	Adheres to the Kentucky Professional Code of Ethics.

<b>Notes</b>
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## EVALUATION TIMELINE\*

1. Certified Staff Explanation / Discussion [704 KAR 3:345, Section (5)(2)]	No later than the end of the first month of reporting for employment for each school year.
2. Notification of non-tenured and tenured - teachers to be evaluated	No later than the end of the first month of reporting for employment for each school year.
3. Formative observation for non-tenured and tenured teachers/administrators completed	April 1
4. Final conference summative report completed	April 25
5. Develop/Review of all certified staff's professional growth plan	May 1
6. Summative evaluation reports submitted to Central Office	May 1

\*Complete event on or before date listed.

# **Evaluation Forms**

## **APPENDIX 1**

# MERCER COUNTY PUBLIC SCHOOLS PRE-OBSERVATION WORKSHEET

TEACHER COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR  
PRIOR TO SCHEDULED OBSERVATION.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
Subject

\_\_\_\_\_  
Time

\_\_\_\_\_  
Level

1. What are the lesson objectives?

2. What teaching strategies will be used?

3. How will you assess student learning?

4. Is this review or new learning?

5. Where are you in the course?  
(i.e. unit, lesson, etc.)

6. Are there any special circumstances  
of which the evaluator should be  
aware (i.e. student population, new  
strategies)?

7. Are there specific teaching behaviors  
you would like monitored?

8. Which Core Content are you teaching?

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Post Observation Conference Date \_\_\_\_\_

Time \_\_\_\_\_

*The evaluator shall hold a post-observation conference with the evaluatee within five (5) teaching days of the observation to discuss the results.*

# MERCER COUNTY SCHOOLS

## CERTIFIED PERSONNEL EVALUATION SUMMATIVE CONFERENCE FORM

Evaluator and evaluatee discuss and complete prior to developing the Individual Professional Growth Plan and Summative Evaluation Form. This document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.

Evaluatee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference \_\_\_\_\_ School \_\_\_\_\_

Standards/Performance Criteria	Performance Rating**			Successes and Professional Growth
	Meets	Meets With Growth Needed	Does Not Meet Growth Needed	Activities Discussed
<b>Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>				
1.1 Communicates concepts, processes, and knowledge.				
1.2 Connects content to life experiences of student.				
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.				
1.4 Guides students to understand content from various perspectives.				
1.5 Identifies and addresses students' misconceptions of content.				
<b>Standard 1 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>				
2.1 Develops significant objectives aligned with standards.*				
2.2 Uses contextual data to design instruction relevant to students.*				
2.3 Plans assessments to guide instruction and measure learning objectives.*				
2.4 Plans instructional strategies and activities that address learning objectives for all students.*				
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.*				
<b>Standard 2 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>				
3.1 Communicates high expectations.				
3.2 Establishes a positive learning environment.				
3.3 Values and supports student diversity and addresses individual needs.*				
3.4 Fosters mutual respect between teacher and students and among students.				

3.5 Provides a safe environment for learning.				
<b>Standard 3 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Implements instruction based on diverse student needs and assessment data.				
4.3 Uses time effectively.				
4.4 Uses space and materials effectively.				
4.5 Implements and manages instruction in ways that facilitate higher order thinking.				
<b>Standard 4 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
5.1 Uses pre-assessments.*				
5.2 Uses formative assessments.*				
5.3 Uses summative assessments.*				
5.4 Describes, analyzes, and evaluates student performance data.*				
5.5 Communicates learning results to students and parents.*				
5.6 Allows opportunity for student self-assessment.*				
<b>Standard 5 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
6.1 Uses available technology to design and plan instruction.				
6.2 Use available technology to implement instruction that facilitates student learning.				
6.3 Integrates student use of available technology into instruction.*				
6.4 Uses available technology to assess and communicate student learning.*				
6.5 Demonstrates ethical and legal use of technology.*				
<b>Standard 6 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
7.1 Uses data to reflect on and evaluate student learning.*				
7.2 Uses data to reflect and evaluate instructional practice.*				

7.3 Uses data to reflect on and identify areas for professional growth.*				
<b>Standard 7 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 8: COLLABORATES WITH COLLEAGUES/PARENTS/ OTHERS</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
8.1 Identifies students whose learning could be enhanced by collaboration.*				
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.*				
8.3 Implements planned activities that enhance student learning and engage all parties.*				
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.*				
<b>Standard 8 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
9.1 Self assesses performance relative to Kentucky's Teacher Standards.*				
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.*				
9.3 Designs a professional growth plan that addresses identified priorities.*				
9.4 Modifies own professional development plan to improve instructional performance and to promote student learning.*				
<b>Standard 9 Overall Rating for Summative Evaluation Form</b>				
<b>Standard 10. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.*				
10.2 Develops a plan for engaging in leadership activities.*				
10.3 Implements a plan for engaging in leadership activities.*				
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.*				
10.5 Demonstrates performance of responsibility related to attendance and punctuality.				
10.6 Demonstrates performance of duties consistent with job description, job assignments, school and community goals, and administrative regulations.				
10.7 Adheres to the Kentucky Professional Code of Ethics				
<b>Standard 10 Overall Rating for Summative Evaluation Form</b>				

Notes:

Evaluatee \_\_\_\_\_

Date\_\_\_\_\_

Evaluator \_\_\_\_\_

Date\_\_\_\_\_

(Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.)

\* These criteria may be evidenced by documentation provided by staff.

\*\* Only one (1) rating may be checked.

# MERCER COUNTY PUBLIC SCHOOLS

## CERTIFIED PERSONNEL INDIVIDUAL PROFESSIONAL GROWTH PLAN

\_\_\_\_\_ School Year

\_\_\_\_\_ Enrichment  
\_\_\_\_\_ Growth Needed

Evaluatee	Date	Work Site
<b>1. STANDARDS:</b> <b>The teacher:</b> 1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 3. Creates and Maintains A Learning Climate 4. Implements and Manage Instruction 5. Assesses and Communicates Learning Results 6. Demonstrates the Implementation of Technology 7. Reflects On and Evaluates Teaching/Learning 8. Collaborates with Colleagues/Parents/Others 9. Evaluates Teaching/Implements Professional Development 10. Provides Leadership within School/Community Profession		
<b>2. PERFORMANCE CRITERIA:</b>		
<b>3. GROWTH OR ENRICHMENT OBJECTIVE(S) Describe desired outcome</b>		
<b>4. PRESENT STAGE OF DEVELOPMENT:</b> Awareness _____ Preparation _____ Implementation _____ Refinement _____		
<b>5. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVE(S):</b>		
<b>6. APPRAISAL METHOD AND TARGET DATES:</b>		
<b>7. EVALUATEE'S COMMENTS</b>		<b>8. EVALUATOR'S COMMENTS</b>

This plan is aligned with the school / district improvement plan.

Individual Growth Plan Developed

Achieved/Revised/Continued

_____ Evaluatee/Date	_____ Evaluatee/Date
_____ Evaluator/Date	_____ Evaluator/Date



**MERCER COUNTY SCHOOLS**  
**ADMINISTRATIVE DATA COLLECTION AND SUMMATIVE CONFERENCING FORM**  
**Education Administrators**

Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

Standards/Performance Criteria	Performance Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<b>1: VISION</b>				
<i>The education leader promotes the success of every student by:</i>	Meets	Meets with Growth Needed	Does Not Meet Growth Needed	Discussed
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
<b>Overall rating for Summative Evaluation Form</b>				

2: SCHOOL CULTURE AND LEARNING	Performance Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<i>The education leader promotes the success of every student by:</i>				
	Meets	Meets with Growth Needed	Does Not Meet Growth Needed	Discussed
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				

Overall rating for Summative Evaluation Form				
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3: MANAGEMENT  <i>The education leader promotes the success of every student by:</i>	Performance Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Meets with Growth Needed	Does Not Meet Growth Needed	
A. Monitors and evaluates the management and operational systems				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
F. Demonstrates performance of responsibility related to attendance and punctuality.				
Overall rating for Summative Evaluation Form				

4; COLLABORATION  <i>The education leader promotes the success of every student by:</i>	Performance Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
		Meets	Meets with Growth Needed	Does Not Meet Growth Needed
A. Collects and analyzes data and information pertinent to the educational environment				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual				
C. Builds and sustains positive relationships with families and caregivers				
D. Builds and sustains productive relationships with community partners				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Meets with Growth Needed	Does Not Meet Growth Needed	
A. Ensures a system of accountability for every student's academic and social success				
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior				

C. Safeguards the values of democracy, equality, and diversity				
D. Considers and evaluates the potential, moral and legal consequences of decision-making				
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
<b>Overall rating for Summative Evaluation Form</b>				

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance Ratings			Professional Growth Activities  Discussed
	(*More than one (1) rating can be checked)			
	Meets	Meets with Growth Needed	Does Not Meet Growth Needed	
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
D. Demonstration of professional growth to ensure continuous development of leadership skills				
E. Adheres to the Kentucky Professional Code of Ethics				
Overall rating for Summative Evaluation Form				

\*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

# MERCER COUNTY SCHOOLS SUMMATIVE EVALUATION FOR ADMINISTRATORS

**Evaluatee** \_\_\_\_\_ **Position** \_\_\_\_\_

**Evaluator** \_\_\_\_\_ **Position** \_\_\_\_\_

**School/Work Site** \_\_\_\_\_

Date(s) of 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup>

[illegible]

**Date(s) of Conference(s)**    1<sup>st</sup>                      2<sup>nd</sup>                      3<sup>rd</sup>

### Ratings:

### **Administrator Standards:**

## Meets

**\*Does Not Meet**

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

## Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Evaluatee's Comments:

Evaluator's Comments:

**To be signed after all information above has been completed and discussed:**

Evaluatee:    ☐ Agree with this summative evaluation  
                   ☐ Disagree with this summative evaluation

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Evaluator: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Opportunities for appeal processes at both the local and state levels are a part of Mercer County Schools District's Evaluation Plan.

**Employment Recommendation to Central Office:**

\_\_\_\_\_ Meets administrator standards for re-employment

\_\_\_\_\_ Does not meet administrator standards for re-employment

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.*

**\*Any rating in the “does not meet” column requires the development of an Individual Corrective Action**

# MERCER COUNTY PUBLIC SCHOOLS

## ADMINISTRATIVE INDIVIDUAL PROFESSIONAL GROWTH PLAN

\_\_\_\_\_ School Year

\_\_\_\_\_ Enrichment  
\_\_\_\_\_ Growth Needed

_____ Evaluatee	_____ Date	_____ Work Site
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1. STANDARDS:

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

2. PERFORMANCE CRITERIA:

3. GROWTH OBJECTIVES(S) Describe desired outcome

4. PRESENT STAGE OF DEVELOPMENT:

Awareness \_\_\_\_\_ Preparation \_\_\_\_\_  
Implementation \_\_\_\_\_ Refinement \_\_\_\_\_

5. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVES (S):

6. APPRAISAL METHOD AND TARGET DATES:

7. EVALUATEE'S COMMENTS

8. EVALUATOR'S COMMENTS

This plan is aligned with the school / district improvement plan.

Individual Growth Plan Developed

Achieved/Revised/Continued

\_\_\_\_\_  
Evaluatee/Date

\_\_\_\_\_  
Evaluatee/Date

\_\_\_\_\_  
Evaluator/Date

\_\_\_\_\_  
Evaluator/Date

# MERCER COUNTY SCHOOLS COUNSELOR DATA COLLECTION AND SUMMATIVE CONFERENCE FORM

This document is the summary of data collected such as observations, professional development activities, portfolio entries, products, etc.

Evaluated \_\_\_\_\_ Content Area \_\_\_\_\_ Grades \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference \_\_\_\_\_ Date of Observation \_\_\_\_\_

**Standard 1: Program Management, Research And Evaluation**      \_\_\_\_ Meets      \_\_\_\_ Growth Needed      \_\_\_\_ Does Not Meet

**In the space below, provide evidence that illustrates the extent to which the counselor . . .**

1.1 Defines needs and priorities.

1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.

1.2 Determines objectives.

1.5 Evaluates the program to assure its contribution to the school's mission and goals.

1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.

1.6 Uses information systems and technology.

**Successes/Professional Growth/Comments:**

**Standard 2: Developmental Guidance Curriculum**      \_\_\_\_ Meets      \_\_\_\_ Growth Needed      \_\_\_\_ Does Not Meet

**In the space below, provide evidence that illustrates the extent to which the counselor . . .**

2.1 Assesses the developmental need of students.

2.6 Guides individuals and groups of students through the development of educational and career plans.

2.2 Addresses academic expectations and school-to-work initiatives.

2.7 Provides guidance for maximizing personal growth and development.

2.3 Prepares students for successful transitions.

2.8 Teaches the school developmental guidance curriculum.

2.4 Evaluates the results of the curriculum's impact.

2.9 Assists teachers in the teaching of the guidance curriculum.

2.5 Modifies curriculum as needed to continually meet needs of students.

**Successes/Professional Growth/Comments:**

<b>Standard 3: Individual/Small Group Counseling</b> <span style="float: right;"> <input type="checkbox"/> Meets    <input type="checkbox"/> Growth Needed    <input type="checkbox"/> Does Not Meet         </span>	
<b>In the space below, provide evidence that illustrates the extent to which the counselor . . .</b>	
3.1 Provides a safe, confidential setting in which students present their needs and concerns.	3.6 Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.2 Promotes wellness.	3.7 Intervenes in conflict situations and conducts follow-ups.
3.3 Responds to crisis.	3.8 Respects and nurture the uniqueness of each individual..
3.4 Communicates empathy and understanding	3.9 Mediates classroom and student conflict.
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.	3.10 Empowers students to develop and use their resources.
<b>Successes/Professional Growth/Comments:</b>	
<b>Standard 4: Consultation/Collaboration</b> <span style="float: right;"> <input type="checkbox"/> Meets    <input type="checkbox"/> Growth Needed    <input type="checkbox"/> Does Not Meet         </span>	
<b>In the space below, provide evidence that illustrates the extent to which the counselor . . .</b>	
4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.	4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Councils, and school committees.
4.2 Interprets relevant information concerning developmental needs of students.	4.7 Facilitates successful communication between and among teachers, parents, teacher and students.
4.3 Reduces barriers to student learning through direct referred services.	4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.4 Facilitates new student integration into the school environment.	4.9 Consults with community and professional resources.
4.5 Works with teachers to offer support for students in crisis situations.	
<b>Successes/Professional Growth/Comments:</b>	

<b>Standard 5: Coordination</b> <span style="float: right;"> <input type="checkbox"/> Meets    <input type="checkbox"/> Growth Needed    <input type="checkbox"/> Does Not Meet         </span>	
<b>In the space below, provide evidence that illustrates the extent to which the counselor . . .</b>	
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.	5.4 Maintains cooperative working relationships with community resources.
5.2 Uses an effective referral process for assisting students and others to use special programs and services.	5.5 Facilitates successful transition from one level of education to the next (i.e. elementary to middle.
5.3 Identifies community agencies for referral of students.	
<b>Successes/Professional Growth/Comments:</b>	

<b>Standard 6: Assessment</b> <span style="float: right;"> <input type="checkbox"/> Meets    <input type="checkbox"/> Growth Needed    <input type="checkbox"/> Does Not Meet         </span>	
<b>In the space below, provide evidence that illustrates the extent to which the counselor . . .</b>	
6.1 Participates in the planning and evaluation of the district/school testing program.	6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans.
6.2 Assesses, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.	6.5 Coordinates student records to ensure the confidentiality of assessment data.
6.3 Collaborates with staff concerning assessment of special needs students.	6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.
<b>Successes/Professional Growth/Comments:</b>	

<b>Standard 7: Adheres to Professional Standards</b> <span style="float: right;"> <input type="checkbox"/> Meets    <input type="checkbox"/> Growth Needed    <input type="checkbox"/> Does Not Meet         </span>	
<b>In the space below, provide evidence that illustrates the extent to which the counselor . . .</b>	
7.1 Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.	7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.2 Adheres to federal/state laws and regulations related to education and child protection.	7.5 Is knowledgeable of the position statements of the American School Counselor Association.



7.3 Accepts responsibility for ongoing professional development.	7.6 Identifies activities that would be in conflict with the primary role of the school counselor and advocates best practices.
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**Successes/Professional Growth/Comments:**

**Standard 8: Demonstrates Professional Leadership**      \_\_\_\_ Meets    \_\_\_\_ Growth Needed    \_\_\_\_ Does Not Meet

**In the space below, provide evidence that illustrates the extent to which the counselor . . .**

8.1 Builds positive relationships within/between school and community.	8.7 Initiates and develops educational projects and programs.
8.2 Promotes leadership potential in colleagues.	8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
8.3 Participates in professional organizations and activities.	8.9 Reflects sensitivity to a multicultural and global perspective.
8.4 Writes and speaks effectively.	8.10 Collaborates for an effective learning climate.
8.5 Guides the development of curriculum and instructional materials.	8.11 Demonstrates punctuality and good attendance for all duties including ARC, 504, SEA, GSSP meetings when notified.
8.6 Participates in educational policy design/development within school, within professional organizations, and/or within community organizations.	8.12 Upholds and models Kentucky School Personnel Code of Ethics

**Successes/Professional Growth/Comments:**

**Standard 9: Engages in Professional Development**      \_\_\_\_ Meets    \_\_\_\_ Growth Needed    \_\_\_\_ Does Not Meet

**In the space below, provide evidence that illustrates the extent to which the counselor . . .**

9.1 Establishes priorities for professional growth.	9.4 Implements knowledge/skills acquired through on-going PD.
9.2 Analyzes student performance to help identify professional development needs.	9.5 Modifies own professional development plan to improve performance and to promote student learning.
9.3 Solicits input from others in the creation of individual PD plans.	

**Successes/Professional Growth/Comments:**

Standard 10: Demonstrates Implementation of Technology		_____ Meets	_____ Growth Needed	_____ Does Not Meet
In the space below, provide evidence that illustrates the extent to which the counselor . . .				
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.	10.9 Designs lessons that use technology to address diverse student needs and learning styles.			
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.	10.10 Practices equitable and legal use of computers and technology in professional activities.			
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.11 Facilitates the life-long learning of self and other through the use of technology.			
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.			
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.13 Applies research-based instructional practices that use computers and other technology.			
10.6 Uses the computer to do word processing, create databases and spreadsheets, e-mail, access Internet, make presentations, and use other emerging technologies to enhance job.	10.14 Uses computers and other technology for individual, small group, and large group learning activities.			
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	10.15 Uses technology to support multiple assessments of student learning.			
10.8 Requests/uses appropriate assistive/adaptive devices for students.	10.16 Instructs/supervises ethical and legal use of technology.			
<b>Successes/Professional Growth/Comments</b>  				

**Notes:**

Observation 1: Conference

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Observation 2: Conference

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Observation 3: Conference

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

# MERCER COUNTY PUBLIC SCHOOLS

## SCHOOL COUNSELOR INDIVIDUAL PROFESSIONAL GROWTH PLAN

\_\_\_\_\_ School Year

\_\_\_\_\_ Enrichment  
\_\_\_\_\_ Growth Needed

Evaluatee	Date	Work Site
<b>1. STANDARDS:</b> 1. Program Management, Research, and Evaluation 2. Developmental Guidance Curriculum 3. Individual/Small Group Counseling 4. Consultation/Collaboration 5. Coordination 6. Assessment 7. Adheres to Professional Standards 8. Demonstrates Professional Leadership 9. Engages in Professional Development 10. Demonstrates Implementation of Technology		
<b>2. PERFORMANCE CRITERIA:</b>		
<b>3. GROWTH / ENRICHMENT OBJECTIVE(S) Describe desired outcome</b>		
<b>4. PRESENT STAGE OF DEVELOPMENT:</b> Awareness _____ Preparation _____ Implementation _____ Refinement _____		
<b>5. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVE(S):</b>		
<b>6. APPRAISAL METHOD AND TARGET DATES:</b>		
<b>7. EVALUATEE'S COMMENTS</b>	<b>8. EVALUATOR'S COMMENTS</b>	

This plan is aligned with the school / district improvement plan.

Individual Growth Plan Developed

Achieved/Revised/Continued

_____ Evaluatee/Date	_____ Evaluatee/Date
_____ Evaluator/Date	_____ Evaluator/Date

# MERCER COUNTY SCHOOLS LIBRARY MEDIA SPECIALIST

## DATA COLLECTION AND SUMMATIVE CONFERENCE FORM

**Evaluator:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Observation Date(s):** \_\_\_\_\_

### STANDARD ONE: DEMONSTRATES PROFICIENCY IN THE MANAGEMENT AND ADMINISTRATION OF THE LIBRARY MEDIA CENTER

M- Meets	GN- Growth Needed			Does Not Meet Growth Needed
Planning led to smooth running of library media center. Carries out administrative duties effectively. Continues evaluations of all LMC services and programs. Communicates effectively.	Evidence of planning but more is needed. Has performed some administrative duties. Evaluated some services and/or programs. Demonstrates some communication skills.			Little or no planning evident Little or no administrative duties were performed. Evaluation has not taken place. Little or no communication skills.
1.1 Plans long-range goals of the library media center program with faculty, administration, and students.	M	GN	DNM	
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.	M	GN	DNM	
1.3 Administers the budget according to the goals and objectives of the program.	M	GN	DNM	
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.	M	GN	DNM	
1.5 Develops library media center policies, eg. materials selection, collection development, circulation, challenged materials, copyright, and technology.	M	GN	DNM	
1.6 Administers a library media program that utilizes flexible access.	M	GN	DNM	

1.7 Develops plans for maintaining a technologically current facility and program.	M	GN	DNM	
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.	M	GN	DNM	
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.	M	GN	DNM	
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis -- identifying strengths and weaknesses.	M	GN	DNM	
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.	M	GN	DNM	
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.	M	GN	DNM	
1.13 Is responsible for the proper use of the facility, materials, and equipment.	M	GN	DNM	
1.14 May plan and/or participate in special projects or proposals, eg. book fairs.	M	GN	DNM	
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.	M	GN	DNM	

## STANDARD TWO: PROVIDES EXEMPLARY RESOURCES THROUGH COLLECTION DEVELOPMENT

2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.	M	GN	DNM	
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2.2	Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.	M	GN	DNM	
2.3	Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.	M	GN	DNM	
2.4	Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the school's curriculum and educational philosophy.	M	GN	DNM	
2.5	Keeps a card or automated catalog current.	M	GN	DNM	
2.6	Maintains statistical records and shelf list needed to verify collection of the library media center holdings.	M	GN	DNM	
2.7	Makes general repairs, weeds collection, and takes annual inventory.	M	GN	DNM	
2.8	Maintains a professional collection.	M	GN	DNM	

### STANDARD THREE: PROVIDES EFFECTIVE LIBRARY MEDIA SERVICES

3.1	Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.	M	GN	DNM	
3.2	Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.	M	GN	DNM	

3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	M	GN	DNM
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	M	GN	DNM
3.5 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.	M	GN	DNM
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.	M	GN	DNM
3.7 Assists faculty in the selection of materials to supplement classroom instruction.	M	GN	DNM
3.8 Establishes positive rapport with staff and students; respects diversity and individual differences.	M	GN	DNM
3.9 Makes the library media center and its resources accessible to students and faculty.	M	GN	DNM
3.10 Provides orientation for new faculty and students.	M	GN	DNM
3.11 Maintains effective communication with staff and students, eg. informs faculty and students of new acquisitions and services.	M	GN	DNM
3.12 Facilitates the circulation of materials among schools in the district or with other agencies.	M	GN	DNM

3.13 Is available as a personal resource for all students and faculty.	M	GN	DNM	
3.14 Provides the resources and promotes recreational reading for the school community.	M	GN	DNM	

#### **STANDARD FOUR: ENABLES STUDENTS TO BECOME EFFECTIVE INFORMATION USERS**

4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	M	GN	DNM	
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.	M	GN	DNM	
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	M	GN	DNM	
4.4 Provides for independent and cooperative group learning.	M	GN	DNM	
4.5 Guides students in the selection of appropriate resources.	M	GN	DNM	
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.	M	GN	DNM	
4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.	M	GN	DNM	
4.8 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.	M	GN	DNM	
4.9 Incorporates the use of technology in accessing information.	M	GN	DNM	
4.10 Assists students in the use of multi-media for completed projects.	M	GN	DNM	



## STANDARD FIVE: ASSUMES RESPONSIBILITY FOR PROFESSIONAL GROWTH PRACTICES

5.1 Follows the school's policies and procedures.	M	GN	DNM	
5.2 Promotes compliance with the copyright law.	M	GN	DNM	
5.3 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.	M	GN	DNM	
5.4 Demonstrates professional growth to ensure continuous development of media specialist skills..	M	GN	DNM	
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.	M	GN	DNM	
5.6 Demonstrates performance of responsibility related to attendance and punctuality.	M	GN	DNM	
5.7 Adheres to the Kentucky Professional Code of Ethics.	M	GN	DNM	

NOTES:

Observation 1: Conference

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Observation 2: Conference

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Observation 3: Conference

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

# MERCER COUNTY PUBLIC SCHOOLS

## LIBRARY MEDIA SPECIALIST INDIVIDUAL PROFESSIONAL GROWTH PLAN

\_\_\_\_\_ School Year \_\_\_\_\_ Enrichment  
\_\_\_\_\_ Growth Needed

\_\_\_\_\_  
Evaluatee Date Work Site

**1. STANDARDS:**

1. Proficient in Library Management/Administration
2. Exemplary Resources Through Collection Development
3. Provides Effective Library Media Services
4. Enables Students to Become Effective Information Users
5. Assumes Responsibility for Professional Growth Practices

**2. PERFORMANCE CRITERIA:**

**3. GROWTH / ENRICHMENT OBJECTIVE(S) Describe desired outcome**

**4. PRESENT STAGE OF DEVELOPMENT:**

Awareness \_\_\_\_\_ Preparation \_\_\_\_\_  
Implementation \_\_\_\_\_ Refinement \_\_\_\_\_

**5. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVE(S):**

**6. APPRAISAL METHOD AND TARGET DATES:**

**7. EVALUATEE'S COMMENTS**

**8. EVALUATOR'S COMMENTS**

This plan is aligned with the school / district improvement plan.

Individual Growth Plan Developed

Achieved/Revised/Continued

\_\_\_\_\_  
Evaluatee/Date

\_\_\_\_\_  
Evaluatee/Date

\_\_\_\_\_  
Evaluator/Date

\_\_\_\_\_  
Evaluator/Date

PERSONNEL

03.18 AP.21

-CERTIFIED PERSONNEL-

# MERCER COUNTY SCHOOLS

## SCHOOL PSYCHOLOGIST EVALUATION SUMMATIVE CONFERENCE FORM

Evaluator and evaluatee discuss and complete prior to developing the Individual Professional Growth Plan and Summative Evaluation Form. This document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, etc.

Evaluatee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference \_\_\_\_\_ School \_\_\_\_\_

Standards/Performance Criteria	Performance Rating**			Successes and Professional Growth
	Meets	Meets With Growth Needed	Does Not Meet Growth Needed	Activities Discussed
<b>Standard 1: Consultation/Intervention</b>				
1.1. Is available and sought by teachers for consultation				
1.2. Is available and sought by parents for consultation				
1.3. Develops research based/best practice interventions that correspond to the referral concern				
1.4. Monitors interventions to determine effectiveness and modifies accordingly				
1.5. Assists teachers in developing IEPs/Behavior plans as needed				
1.6. Facilitates intervention programming and supports for students through individual /RTI programs				
1.7 Facilitates successful communication between and among teachers, parents, and students				
1.8 Consults with parents, faculty, staff, administrators, and others to enhance their work with students				
1.9 Refers to and collaborates with outside agencies and professional resources				
1.10 Works with teachers and administrators relative to behavior management to design, promote, and support intervention strategies				
1.11 Facilitates successful transition from one level of education to the next				
1.12 Maintains cooperative working relationships with community resources				
<b>Standard 1 Overall Rating</b>				
<b>Standard 2: Assessment</b>	Meets	Meets With Growth Needed	Does Not Meet Growth	Activities Discussed
2.1. Completes assessments within the timeline requirement for each evaluation				

2.2. Chooses appropriate measures to assess the referral problem				
2.3. Makes appropriate recommendations/suggestions for eligibility and programming				
2.4. Includes information from parents, teachers, and outside sources that pertain to the assessment				
2.5. Information is presented to staff in time for development of IEP/program				
2.6. Refers to outside agencies as appropriate				
2.7. Completes Medicaid billing as appropriate				
2.8. Attends and participates in ARC meetings as needed to facilitate and report assessment information				
2.9 Participates in the planning and evaluation of individual and groups of students as relates to response to intervention and/or special education				
2.10 Effectively assess, interpret, and communicates evaluation results to parents, students, and staff				
2.11 Coordinates student records and assessment data to ensure confidentiality				
2.12 Communicates eligibility and modifications for group testing				
<b>Standard 2 Overall Rating</b>				
<b>Standard 3: Program Development/Evaluation</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
3.1. Develops or participates in program development that is important to the district				
3.2. Evaluates current programs to determine their effectiveness and the need for modification or new programming				
3.3. Demonstrates leadership in areas related to education				
3.4 Demonstrates knowledge and researches to determine information that is applicable for development of programs				
3.5. Develops procedures and programs based on best practice				
3.6. Completes evaluations/research at the end to determine effectiveness of training and program implementation				
<b>Standard 3 Overall Rating</b>				
<b>Standard 4: Individual Counseling/Group</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
4.1. Uses a plan to direct therapeutic techniques that address the referral concern				

4.2. Meets IEP requirements for counseling time				
4.3. Keeps documentation of sessions				
4.4. Has a good rapport with students in the counseling situation				
4.5. Completes Medicaid billing as appropriate				
4.6. Provides a safe and confidential setting in which students present their needs and concerns				
4.7. Promotes wellness				
4.8. Responds to crisis				
4.9. Communicates empathy and understanding				
4.10. Utilizes a broad range of techniques and accepted theories appropriate to counseling in the school setting				
4.11. Intervenes in conflict situations and conducts follow ups				
4.12. Respects and nurtures the uniqueness of each student				
4.13. Empowers students to develop and use their resources				
<b>Standard 4 Overall Rating</b>				
<b>Standard 5: Demonstrates Professional Leadership</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
5.1. Builds positive relationships within and between school and community.				
5.2. Promotes leadership potential in colleagues.				
5.3. Participates in professional organizations and activities.				
5.4. Writes and speaks effectively.				
5.5. Contributes to the professional knowledge and expertise about teaching and learning.				
5.6. Guides the development of curriculum and instructional materials.				
5.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
5.8. Initiates and develops educational projects and programs.				
5.9. Practices effective listening, conflict resolution and group-facilitation skills as a team member.				

5.10 Demonstrates punctuality and good attendance for all duties.				
5.11 Adheres to school board policies and administrative procedures.				
5.12 Adheres to the Kentucky Professional Code of Ethics.				
<b>Standard 5 Overall Rating</b>				
<b>Standard 6 Provides Professional Development</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
6.1 Develops professional development that is important to the district				
6.2 Demonstrates knowledge and researches to determine information that is applicable for the development of programs				
6.3 Comes prepared to training and is knowledgeable of the topic				
6.4 Presents in a meaningful and professional format				
6.5 Develops procedures and programs based on best practice				
<b>Standard 6 Overall Rating</b>				
<b>Standard 7: Engages in Professional Development</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
7.1. Establishes priorities for professional growth.				
7.2. Analyzes student performance to help identify professional development needs.				
7.3. Solicits input from others in the creation of individual professional development plans.				
7.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
7.5 Modifies own professional development plan to improve instructional performance and to promote student learning.				
7.6 Attends professional developments that are relevant to the school psychologist and district to develop competencies in specific areas				
7.7 Relays information obtained in training to others in the district				
<b>Standard 7 Overall Rating</b>				
<b>Standard 8. Demonstrates Implementation of Technology**</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
8.1. Operates a multimedia computer and peripherals to install and Use a variety of software.				

8.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
8.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
8.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
8.5. Creates multimedia presentations using power point software				
8.6. Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
8.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
8.8. Recommends appropriate assistive and adaptive devices for students with special needs.				
8.9. Practices equitable and legal use of computers and technology in professional activities.				
8.10. Facilitates the lifelong learning of self and others through the use of technology.				
8.11. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
8.12. Recommends research-based instructional practices that use computers and other technology.				
8.13. Uses computers and other technology for individual, small group, and large group learning activities.				
8.14. Uses technology to support multiple assessments of student learning.				
<b>Standard 8 Overall Rating</b>				
<b>Standard 9: Crisis Prevention/Intervention</b>	<b>Meets</b>	<b>Meets With Growth Needed</b>	<b>Does Not Meet Growth Needed</b>	<b>Activities Discussed</b>
9.1. Is trained and abreast of new information concerning crisis prevention				
9.2. Is trained and abreast of new information concerning crisis intervention				
9.3. Participates in district initiatives in safety and crisis prevention/intervention				
9.4. Is responsible for sharing new and pertinent information regarding crisis prevention and interventions with schools in the district				
9.5. Is available and participates in crisis intervention at any school in need				
9.6. Refines and participates in Threat Assessment procedures and evaluation in a timely and professional manner				

<b>Standard 9 Overall Rating</b>				
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**NOTES:**

Evaluatee \_\_\_\_\_

Date\_\_\_\_\_

Evaluator \_\_\_\_\_

Date\_\_\_\_\_

(Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.)

\* Only one (1) rating may be checked.



**MERCER COUNTY PUBLIC SCHOOLS  
SCHOOL PSYCHOLOGIST INDIVIDUAL PROFESSIONAL GROWTH PLAN**

\_\_\_\_\_ School Year

\_\_\_\_\_ Enrichment  
\_\_\_\_\_ Growth Needed

_____	_____	_____
<b>Evaluatee</b>	<b>Date</b>	<b>Work Site</b>

**1. STANDARDS:**

- 1. Consultation/Intervention
- 2. Assessment
- 3. Program Development/Evaluation
- 4. Counseling
- 5. Professional Leadership
- 6. Professional Development
- 7. Engages in Professional Development
- 8. Demonstrates Implementation of Technology
- 9. Crisis Prevention/Intervention

**2. PERFORMANCE CRITERIA:**

**3. GROWTH / ENRICHMENT OBJECTIVE(S) Describe desired outcome**

**4. PRESENT STAGE OF DEVELOPMENT:**

Awareness \_\_\_\_\_ Preparation \_\_\_\_\_  
Implementation \_\_\_\_\_ Refinement \_\_\_\_\_

**5. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVE(S):**

**6. APPRAISAL METHOD AND TARGET DATES:**

**7. EVALUATEE'S COMMENTS**

**8. EVALUATOR'S COMMENTS**

This plan is aligned with the school / district improvement plan.

Individual Growth Plan Developed

Achieved/Revised/Continued

\_\_\_\_\_  
Evaluatee/Date

\_\_\_\_\_  
Evaluator/Date

Evaluator/Date

Evaluator/Date

## **Evaluation Appeal Form**

### INSTRUCTIONS

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

**Employee's Name** \_\_\_\_\_

**Home Address** \_\_\_\_\_

**Job Title**

**Building**

**Grade or Department**

What specifically do you object to or why do you feel you were not fairly evaluated? \_\_\_\_\_

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If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_

I hereby give my consent for my evaluation to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

RELATED PROCEDURES:  
03.18 AP.11, 03.18 AP.12

Reviewed/Revised:06-24-01

**MERCER COUNTY PUBLIC SCHOOLS  
CERTIFIED STAFF REACTION FORM**

**EVALUATEE** \_\_\_\_\_ **EVALUATION PERIOD** \_\_\_\_\_

**EVALUATOR** \_\_\_\_\_ **BEGINNING DATE** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_ **ENDING DATE** \_\_\_\_\_

Completed form must be returned within ten working days from the date of the conference.
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**Comments:**

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I am reacting to the evaluation results recorded in the formative/summative report dated \_\_\_\_\_.

\_\_\_\_\_  
**Evaluatee Signature**

\_\_\_\_\_  
**Date**

**(Evaluator: Attach this form to the appropriate report.)**

\_\_\_\_\_  
**Received by**

\_\_\_\_\_  
**Date**

**MERCER COUNTY SCHOOLS**  
**INDIVIDUAL CORRECTIVE ACTION PLAN**

EVALUATEE: \_\_\_\_\_ POSITION: \_\_\_\_\_

DATE: \_\_\_\_\_

INDIVIDUAL CORRECTIVE ACTION PLAN: (LIST STANDARD(S) NOT MET)

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**I. DIAGNOSIS (Problem Statement)**

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**II. SPECIFIC OBJECTIVES FOR IMPROVEMENT**

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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**III. PROCEDURES AND/OR RESOURCES FOR ACHIEVING OBJECTIVES**

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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IV. APPRAISAL METHOD AND TARGET DATE FOR ACHIEVEMENT

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Review Dates

Target Date

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EVALUATOR

---

Date

---

EVALUATEE

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Date

**MERCER COUNTY SCHOOLS  
INDIVIDUAL CORRECTIVE ACTION PLAN  
LOG OF ACTIVITIES**

EVALAUTEE: \_\_\_\_\_ POSITION: \_\_\_\_\_  
DATE: \_\_\_\_\_

Persons Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Recommendations:

_____
_____
_____
_____
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_____

Next Meeting: \_\_\_\_\_

**MERCER COUNTY PUBLIC SCHOOLS  
INDIVIDUAL CORRECTIVE ACTION PLAN PROFESSIONAL GROWTH PLAN  
UTILIZED BY ICAP TEAM**

\_\_\_\_\_ School Year \_\_\_\_\_ Corrective Action

_____ <b>Evaluatee</b>	_____ <b>Date</b>	_____ <b>Position/Work Site</b>
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1. STANDARD(S) NOT MET:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. PERFORMANCE CRITERIA:

3. GROWTH OBJECTIVE(S) Describe desired outcome:

4. PRESENT STAGE OF DEVELOPMENT: Awareness\_\_\_\_\_ Preparation\_\_\_\_\_

5. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVES (S):

6. APPRAISAL METHOD AND TARGET DATES:

7. EVALUATEE'S COMMENTS

8. EVALUATOR'S COMMENTS

This assistive professional growth plan is aligned with the school's consolidated plan.

Individual Growth Plan Developed

Achieved/Revised/Continued

_____ Evaluatee/Date	_____ Evaluatee/Date
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_____ Evaluator/Date	_____ Evaluator/Date
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**MERCER COUNTY SCHOOLS  
INDIVIDUAL CORRECTIVE ACTION PLAN  
FINAL REPORT**

EVALUTEE: \_\_\_\_\_ POSITION: \_\_\_\_\_

Primary Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Second Evaluator: \_\_\_\_\_

Summarize the Problem:

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ICAP Team Members:	_____	Evaluatee
	_____	Evaluator
	_____	Resource Administrator
	_____	Teacher Mentor

Dates of Plan Initiation \_\_\_\_\_

Dates of Plan Completion \_\_\_\_\_

Summary of Evaluation:

Dates of Observations

Observer:

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Final Outcome: (Documentation Attached)

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**Kentucky Revised Statutes,  
Kentucky Administrative  
Regulations,  
and Mercer County Schools  
Board Policy**

**APPENDIX 2**

**156.557 Standards for improving performance of certified school personnel -- Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems -- Assistance to improve evaluation systems.**

- (1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.
- (2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:
  - (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
  - (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
  - (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
  - (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
  - (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
  - (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
  - (g) Demonstration of the effective use of resources, including technology;
  - (h) Demonstration of professional growth;
  - (i) Adherence to the professional code of ethics; and
  - (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.
- (3) The certified employee evaluation programs shall contain the following provisions:
  - (a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
  - (b) The local evaluation system shall include formative evaluation and summative evaluation.
    1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
    2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
      - a. Occur at the end of an evaluation cycle; and
      - b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
  - (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:
    1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
    2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
    3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
    4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
    5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and

6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and

2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance

2. Evaluation includes documentation that may lead to adverse employment decisions;

3. Assistance and support for improvement shall be provided by the school district; and

4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;

2. A clear time frame for proposed actions is provided the employee; and

3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

**Effective:** July 14, 2000

**History:** Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

## Kentucky Administrative Regulations

### TITLE 704

#### EDUCATION, ARTS, AND HUMANITIES CABINET KENTUCKY BOARD OF EDUCATION DEPARTMENT OF EDUCATION OFFICE OF LEARNING PROGRAMS DEVELOPMENT

##### 704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4. (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and postconferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

(a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;

(b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;

(c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and

(d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

(a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

4. Establishing and assisting with certified employee professional growth plans;

5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

(1) Right to a hearing as to every appeal;

(2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

(3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)